R E P O R T R E S U M E S

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LANGUAGE ARTS PROJECT.

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DES MOINES PUBLIC SCHOOLS, IOWA

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A LANGUAGE ARTS PROJECT WHICH SERVES 1378 DISADVANTAGED CHILDREN FROM GRADES ONE THROUGH SIX IN 23 PUBLIC AND PRIVATE SCHOOLS IS EVALUATED IN THIS REPORT. RELEVANT INFORMATION IS PRESENTED UNDER THE FOLLOWING RUBRICS--HISTORY OF THE PROJECT, OBJECTIVES OF PROJECT TEACHING, PERSONNEL INFORMATION FOR THE TEACHER, CLASS ORGANIZATION, PROJECT TEACHER RESPONSIBILITY, GENERALIZATIONS ABOUT SOCIAL CLASS, AND CHARACTERISTICS OF THE WAYS OF LIVING OF CHILDREN FROM MIDDLE-CLASS AND LOWER-CLASS HOMES. THE REPORT ALSO CONTAINS A DIRECTORY OF 1966-67 PROJECT TEACHERS, OFFICIAL PROJECT FORMS, A PAYROLL CALENDAR, AND SUMMARIES OF THE PROGRAMS AT EACH GRADE LEVEL. THE RESULTS OF THIS PROJECT'S ACTIVITIES WERE FELT TO BE GENERALLY "SATISFYING," ALTHOUGH THE REPORT CONTAINS NO EVALUATIVE DATA. IN THE FUTURE MORE EMPHASIS WILL BE PLACED ON PARENTAL INVOLVEMENT. (LB)

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LANGUAGE ARTS FEDERAL PROJECT

DES MOINES PUBLIC SCHOOLS

DES MOINES PUBLIC and NON-PUBLIC SCHOOLS

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LANGUAGE ARTS

FEDERAL PROJECT

E L E M E N T A R Y S C H O O L S

PUBLIC and NON-PUBLIC
1967 - 1968

TEACHER COMMITTEE

Nelle Cunningham, Chairman
Sally Grimes
Hazel Hammond
Evelyn Luthe
Phyllis Kimler
Irene Ullius

ADVISORY COMMITTEE

Jim Cunningham
Sister Mary Patricia
Sister Michael Agnes
Patience Guthrie
Lester Rees
Daniel Priest
Lydia Rogers

Sarah M. Page
Project Supervisor

I. HISTORY OF PROJECT

During the school year of 1966, the Des Moines Independent School District initiated Title I activities under the Elementary Secondary Education Act.

An Act of Congress provided for financial assistance to local education agencies so they could expand and improve their school programs to provide for the special needs of educationally deprived children.

The most pressing needs seemed to be in the area of building good attitude toward school and lack of motivation for learning. Language arts and communication skills were also found to be pressing needs.

A program of activities designed to meet the needs of these disadvantaged students was submitted and approved by the State Department of Public Instruction in January, 1966.

A very select screening committee, representing non-public schools and the Polk County Community Action Council, as well as Des Moines staff members met regularly to evaluate each activity. Numerous activities were developed to enrich the experiences of the children. A great amount of time and energy were expended in selecting materials and equipment to aid in reaching the goals.

In some cases remodeling of some facilities was a part of the expenditure. In the spring of 1966, the program was very carefully evaluated. Some modifications of projects were made before it was submitted for funding for the 1966-67 school year.

(History of Project - continued)

During 1966-67 the following schools were involved in the Language Arts Program:

Bird	Lucas	Wallace	St. Anthony
Casady	McKee	Willard	St. Ambrose
Dunlap	Moulton	St. Augustin	All Saints
Grant	Nash	St. Peters	St. Johns
Logan	Sabin	St. Joseph	
Longfellow	Scott	Visitation	

Each school had a teacher on a full time or part time basis, depending upon the availability of personnel.

II. OBJECTIVES OF PROJECT TEACHING.

1. To help each child increase his listening, speaking and reading vocabulary.
2. To improve his reading comprehension and writing skills.
3. To give him the individual attention that will encourage him to listen, to talk, question and draw conclusions.
4. To make reading and the use of language arts a pleasant, satisfying experience for each child.
5. To provide each child with the experiences that stimulate curiosity and reaction and give meaning to words.
6. To stimulate children to improve in observing and listening.
7. To teach children how to talk and write in an interesting manner.
8. To bring about, through meeting success, an improved attitude and emotional stability.
9. To keep parents well informed about the children's activities.
10. To help parents discover ways that they can help and motivate their children.
11. To stimulate parent participation in the school's program.

III. PERSONNEL INFORMATION FOR THE TEACHER

a. Teachers must make a formal application through the personnel department and the project supervisor.

b. Candidates must complete a federal application form, plus a health record form. (See sample forms)

c. A W-2 Form must be filed before teacher begins her work.

d. All teachers must have a valid teaching certificate on file before they can be considered for a position.

e. Project teachers <u>do not</u> receive a contract to teach. Instead the teacher receives an appointment.

f. The project teacher's salary is the same as that of regular teacher, having same credentials. The maximum salary of a project teacher is based on the tenth (10) step of the salary schedule. Each teacher is eligible for the same fringe benefits as contract teachers. These include insurance, sick leave and emergency leave. These teachers may also join professional organizations.

g. The same hours as regular classroom teachers apply to project teachers.

h. The same schedule for vacations applies for project teachers as for the regular classroom teachers.

i. If a project teacher is to be absent she is responsible for calling the principal before 7:00 and reporting her absence. There will be no substitutes for project teachers.

IV. CLASS ORGANIZATION

A. Selection of Students

1. The classroom teacher prepares a referral slip stating reasons for selecting each child for project class help. (see suggested referral form)
2. The nurse should be consulted for she is acquainted with family and health problems, and can be most helpful to the project teacher.
3. A classroom teacher-principal-parent conference should where possible be held in the spring when selection for enrollees in the fall is being made.
4. A project teacher-principal-parent conference should be held when possible in the fall before the child is enrolled in the project class. It is the responsibility of the project teacher to make the parent contact and arrange for the conference in the fall.
5. The principal makes the final decision as to who will be enrolled in the class.

B. Class Size

1. The principal will determine the number of students instructed in each period. At no time will more than 10 children constitute a class.

C. Time Allotment

1. The time allotment will depend upon the number of students assigned as well as the attention span of the group. Class time will vary between thirty and sixty minutes. Final decision as to the length of time per class period should be a joint project teacher-principal decision.

(Project preparation continued)

D. Project Preparation

1. Before class instruction begins the project teacher should spend time doing the following:

Making a schedule.

Studying classroom teacher's referral slips and cumulative records.

Getting acquainted with materials and equipment.

Observing the child in his regular classroom.

Planning activities for a balanced language arts program paced to meet the needs of the students.

Making home contacts... She may wish to do this by home visit, a telephone call, or an invitation to the parent to come to the center for an informal discussion of the project class and what values it will have for the child. It is suggested that the first weeks of the class be devoted to establishing this rapport.

E. Project teachers should participate in building meetings if their work schedule is that of the building meeting, providing it concerns their work.

F. At the earliest possible date the project teacher together with the principal should meet with the entire faculty and present and explain the project work as outlined in the handbook. Each classroom teacher should be given a copy of the project handbook at this meeting.

V. PROJECT TEACHER RESPONSIBILITIES

A. Diagnostic Procedures Preceding Class Instruction

1. Gaining insight into the individual child's difficulties by:

a. observing the choices of materials selected for reading as made by students as this relates to ability level.

(Project teacher responsibilities continued)

b. observing areas of interest.

c. watching as games are played.

d. by listening to oral reading.

e. by quick quizzes or silent reading.

f. by giving opportunities for free discussion.

g. by providing listening exercises.

h. by careful checking of sight vocabulary.

i. by use of uniform standardized tests.

j. reviewing the project teacher's summary.

B. Record Keeping

1. Keeping records of project growth.

a. By daily attendance should be noted.

b. *By anecdotal records of a child's unusual contributions* or participation in activities should be made.

c. By a monthly report for the principal and a copy for the project supervisor will be made. (See sample form)

d. By a project cumulative record will be kept for each child. (See sample form)

e. By yearly report for project supervisor and the building principal will be made. (See sample form)

f. By a schedule will be kept of all classes. Whenever this schedule is changed the project teacher should submit one copy to the principal and one to the project supervisor as well as complete one for her own use. (See sample form)

C. Parental Involvement

1. Initial contact with the parent as the child is selected, is paramount in this project.

(Project Teacher Responsibilities continued)

2. On-going conferences must be initiated by the project teacher as well.

   (a) Class visits invitations should be extended to parents of each class often.

   (b) Home visits should be made. These should be made with the nurse or principal or the regular classroom teacher.

   (c) Phone calls should be made often, too, to report progress being made by the child and to encourage parental cooperation.

3. Culminating

   (a) At some period the entire parent group should be invited for a culminating experience.

4. Letters to parents serve as a means of contact. Postage is available through the principal's office. Handwritten personal letters are better than form letters. (See samples for suggestions)

5. The teacher might have project children write invitations to their parents.

D. Involvement with regular class teacher by.

1. Frequent conferences.. Keeping the classroom teacher informed about progress and/or problems in the project classes is most important.

2. Classroom teacher visits in project room while classes are in session.

3. Project students activities shared with the child's regular classroom assembly frequently. The assembly should result from experiences gained in the project classes.

4. Project assemblies planned by the project students.

(Project teacher responsibilities continued)

E. Reporting

1. Parents should be kept aware of the child's progress.
2. Conferences with the classroom teacher will keep her up-to-date.
3. The project teacher should keep the principal informed of progress and problems related to the project classes.
4. The project teacher has no part in the report card marks sent by the school during the year.

F. Requisitioning materials

1. All public school project teachers will ask their principals to requisition materials. These requisitions will be okayed by the project supervisor.
2. All non-public school project teachers will requisition needed materials through their building principal who in turn will send the requisitions on to Father Holden for his okay.

G. Use of materials in project rooms.

1. Each project teacher is to be given a complete copy of all materials provided by project funds. Such a complete inventory is available through the building principal and the secretarial personnel at 1800 Grand Avenue, responsible for the project.
2. All children served in the project classes should be encouraged to check out materials for home use from the project room. The project teacher is responsible for the return of loaned materials.
3. Regular classroom teachers after conference with the project teacher may borrow on a short time loan books that the project teacher will not use during the year with her groups. All machines, headsets, filmstrips and records should not be loaned for use in the regular classroom.

(Project teacher responsibilities continued)

H. Planning by the project teacher.

1. Each project teacher is expected to write daily lesson plans for all classes she meets each day. She should plan to divide her teaching time for each class into three parts as follows:

   Part I - A time to read to children and to discuss with them what is read. (This should be a 5 to 10 minute time).

   Part II - A time to teach some new material and skill. (This should be the longest of the three portions of the class session.)

   Part III - A time to reinforce the material and skill taught. This may take the form of a game, oral quiz, written quiz, illustration drawn by the child, preparation of something to share with the regular class from which he came. (This should be brief, exciting and to a definite point.)

2. A suggested plan sheet might be made for each week by blocking off an 18 X 36 sheet of newsprint into columns for the week and periods of the day as shown below. This "blotter" plan can easily be stored on the teacher's desk or a table for ready reference and notation at the end of each class.

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:45					
9:45-10:30					
Break					
10:45-11:35					
12:35-1:05					
1:05-1:50					
1:50-2:30					
2:30-3:10					

3. A log and plan sheets kept in a notebook might serve another teacher's needs better. (See samples)

4. Planning should be discussed with the building principal.

VI. Rewards and Praise

Simple rewards such as charts where children can mark their progress are commendable motivation devices and are recognized as such by those who have worked with children in deprived areas.

Ample praise for small accomplishments makes greater growth possible.

VII. Payroll

1. Each project principal will submit a payroll as indicated in the Calendar of Activities.

One copy must be mailed to Mr. James Bowman, Federal Project coordinator.

A second copy should be mailed to the project supervisor.

A P P E N D I X

A. Directory 1966-67.

B. Forms

C. Payroll Calendar

D. Yearly Calendar

E. Directory 1967-68

F. 1966-67 Summary Evaluation

G. Budget

DIRECTORY
PROJECT 79050 TEACHERS
1966-67

Name	Principal and Schools Served	Work Days
Mrs. Lillian Scales	St. Joseph-Sister Mary Doris St. Augustines-Sister Michael Agnes St. Peters-Sister Mary Naomi Visitation-Sister Mary Magdaletta	Full time
Evelyn Luthe	St. John-Sister Mary Patricia St. Anthony-Sister Leona Mary	Every a.m.
Mary Heitzman	All Saints-Sister Mary Paschal St. Ambrose-Sister Denis Marie	a.m.
Sally Grimes	Moulton - Jim Cunningham	a.m.
Avon Crawford	Scott- Patience Guthrie	Mon.Wed.Thurs.
Sandra Elmore	Moulton - Jim Cunningham	a.m.
Mrs. Marie Smith	Bird - Olive Devine	Full time
Mary Jean Hay	McKee - Dr. James Daugherty	½ time
Phyllis Hanson	Nash - Eleanor Murdock	p.m.
Jean Jorgensen	Longfellow	a.m.
Ruth Scott	Bird - Olive Devine Grant - Irene Perkins	a.m. p.m.
Melavie Porter	Nash - Eleanor Murdock	a.m.
Lela Noland	Willard - Kenneth Rouse	Full time
Lucille Krauss	Willard - Kenneth Rouse	½ time
Opal Woodcock	Dunlap - Patience Guthrie	M.T.Th.Fri.
Margaret Laird	Sabin - Lydia Rogers	Full time
Nelle Cunningham	Grant - Irene Perkins	Full time
Irene Ullius	Lucas - Dr. Cecil Leonard	Full time
Elizabeth Bowdish	Casady - Daniel Priest	Full time
Daniel Priest	Casady	
Patience Guthrie	Dunlap	

(Project teachers continued)

Name	Principal and Schools Served	Work Days
Donald Shaw	Logan	
Nadine Machesney	Longfellow	
Cecil Leonard	Lucas	
James Daugherty	McKee	
James Cunningham	Moulton	
Eleanor Murdock	Nash	
Lydia Rogers	Sabin	
Patience Guthrie	Scott	
Lester Rees	Wallace	
Kenneth Rouse	Willard	
Sister Michael Agnes	St. Augustine	
Sister Mary Naomi	St. Peters	
Sister Mary Doris	St. Joseph	
Sister Mary Magdaletta	Visitation	
Sister Leona Mary	St. Anthony	
Sister Denis Marie	St. Ambrose	
Sister Mary Paschal	All Saints	
Sister Mary Patricia	St. Johns	
Irene Perkins	Grant	
Olive Devine	Bird	
Phyllis Kimler	Logan	Tues.-Thurs.
Hazel Hammond	Longfellow	Wed.-Thurs.

FIFTY GENERALIZATIONS ABOUT SOCIAL CLASS

Dale G. Hardman

STRATIFICATION

1. Every known society is stratified and has some degree of class conflict.

2. The more complex a society, the more social stratification.

3. Any group ascribed low status tends to "wall off" outside communication, to confine communication within the group. Ex: military.

4. More general wealth -- higher standard of living -- larger MC (middle class) -- greater consensus. The greater the social distance between classes, the less consensus.

5. Those who benefit most from stratification support it most and define it as "natural" or "inherent".

6. Greater agreement regarding rank of individuals is found in small towns. Ex: need for social register in urban areas.

7. Larger cities -- increased emphasis on wealth more than on lineage or length of residence.

8. The elite wields more influence in smaller towns.

9. Remarkable inter-country agreement on occupational status: Russia, Japan, England, New Zealand, U. S. correlate .84 to .94 on status of occupations.

10. There are differences in the way persons in different social classes rate or rank social position.
    LC criterion: income
    MC criterion: income and morality
    UC criterion: style of life and ancestry
    UC is rated more uniformly by all classes
    Better-known occupations rated more uniformly than less known
    Persons tend to elevate or over-rate their own occupations and adjacent occupations on the social scale.

11. In class system, status differences are perceived as individual problems; in a caste system status differences are perceived as a group problem. Intercaste behavior is more ritualized than inter-class behavior.

12. Interclass tension reduced by (a) opportunity for mobility (b) spread of income (c) communication between classes and cultural diffusion (d) common interests.

13. More open society -- more improvement of lower classes.

14. Classes above bottom (a) believe in upward mobility (b) want it (c) strive for it more than lowest class.

15. Distinguishability or visibility of social differences slows social mobility. Ex: color, dress, speech, ethnic habits.

16. Upwardly mobile persons are likely to aspire one notch at a time rather than unlimited aspiration.

17. Rapidity of technological and social change - (increased openness of class system. Openness of class - ease of mobility. Urbanization and industrialization) - greater mobility, inhibition of caste. True caste system found only in rural areas.

18. Ascribing of status usually lags a generation or so behind the accumulation of wealth.

19. New ethnic groups usually are assimilated at bottom of social scale, move upward. More upward mobility in second and third generations than in first.

20. Geographical mobility is usually associated with social mobility.

21. There is less social stratification when:

(a) Equalitarian ideology predominates.
(b) No hereditary aristocracy is present.
(c) There is a frontier.
(d) There is no history of feudal system.
(e) Literacy and education encouraged.
(f) Political participation by all classes.
(g) General improvement in standard of living.
(h) Fertility rates differ among the classes.

22. Social mobility seems not to be directly affected by religious or political systems. (Exception: Catholic Italy).

POSITIONING AND MOBILITY

23. Position of parent, especially father, is major determinant.

24. Upward mobility of child is related to:
(a) Early stress on responsibility and deferred gratification.
(b) Parental strength of mother more than of father.
(c) Children involved with parents more than with peers. Ex: Only child.
(d) LC leaders' children most mobile.

25. First grade children: unaware of class differences.
4th grade children: beginning awareness of class differences.
8th grade children: snobs. Peers reinforce class differences more than do the parents.

26. Ethnic groups more mobile if children taught:

(a) Early independence		Jews
(b) Defer gratification	Ex:	Mormons
(c) Value education		Scotch

Minority status may stimulate mobility <u>if</u> associated with above.

27. Social mobility of youth is found in urban areas more than rural. More urban opportunity, more stimuli, fewer restrictions, more anonymity, more tolerance of deviance.

28. LC children receive less educational encouragement, even discouragement. (See Hollingshead, p. 170, 171).

29. Class continuity (son in father's occupation) inhibits mobility.

30. Mobility tends to conform to aspirations: one notch at a time.

31. Rate of generational mobility (son higher or lower than father) is very similar in industrialized cultures. People in U. S. believe in it more than Europeans, though there is no significant difference. Even in ancient China 1/3 to 3/4 of leaders came from unknown parents. Less than 1/5 were third generation elite.

32. There is nearly always more upward mobility than downward -- 60:40

33. Upward mobility in business is tougher, more selective than yesterday.

BEHAVIORAL DIFFERENCES

34. There is a positive correlation between life expectancy and social class.

	LC	UC
1920	49.6	60.6
1930	49.5	63.0
1940	56.5	65.4

There is a negative correlation between morbidity and social class.
Ex: Mental illness.

Schizophrenia per 100,000

Classes I & II (UC)	111	
Class III	168	
Class IV	300	
Class V (LC)	895	($p < .001$)

Exceptions: colitis, allergy occur more in UC.

35. Inverse relationship between social class and fertility (but difference between classes is diminishing).

36. UC and MC parents respond to child-rearing publications more than LC parents.

37. There is considerable inter-class marriage, but far less than intra-class. Most inter-class marriages cross only one class line.

38. More marital maladjustment found in inter-class marriages than in intra-class.

Marriage	Good	Fair	Poor
Same class	53.5	26.0	20.5
1 class apart	35.0	31.2	33.8
2 or more apart	14.3	38.1	47.6

39. In the upper classes:
    (a) later age of marriage
    (b) more spinsters
    (c) better marital relations (note: this may be a function of rating them according to MC and UC norms).

40. In lowest class:
    (a) more divorce, separation, desertion (least in MC)
    (b) more common law, "serial" mating
    (c) more male-less homes, 2-4 female generations per household

41. Mobility of one spouse creates marital tension, especially upwardly mobile wife. Family mobility creates child tensions, insecurity.

42. Most peer relations are within one class. Dating is class-bound more than marriage is.

Boys and Girls in Classes

		Classes of Dating Partner			
		I & II	III	IV	V
I & II	Boys	54%	38%	8%	0%
	Girls	50%	35%	15%	0%
III	Boys	18%	53%	27%	2%
	Girls	15%	58%	27%	0%
IV	Boys	3%	11%	79%	7%
	Girls	4%	16%	74%	6%
V	Boys	0%	2%	28%	70%
	Girls	0%	9%	33%	58%

43. (a) LC imitate elite more than vice versa.
    (b) Positive correlation between amount of imitation and inter-class contact.

44. As social distance increases, interpersonal contacts change from peer relationships to subordinate-superordinate relationships.

45. Types of group memberships vary among classes:
    UC: Join clubs, exclusive membership. Churches: Episcopal, Presbyterian, Congregational, Quaker, Unitarian.
    MC: Join lodges, fraternal societies. Churches: Methodist, Lutheran.
    LC: Few formal memberships; "Insurance" type fraternal orders. Churches: Baptist, evangelical groups.

46. Upwardly mobile persons are more likely to change friends, church, politics, and views than are socially stable (stationary) persons.

47. Greatest sexual activity found in Class II males - stable semi-skilled. Upwardly mobile likely to "aspire ahead" behaviorally and attitudinally- to adopt class before they actually rise socially.

48. Value systems differ between middle and lower classes (little study of upper class values has been done).

Middle Class	Lower Class
Achievement stressed	Stress on getting by, "making a go of it"
Defer gratification	Better to get pleasure when it is available
Thrift: save for rainy day	"Spend it when you got it; borrow when you ain't; pay it back when you can."
Reliance on self	Reliance on relatives
Perceive authority as friend	Suspicious of authority; resistant (but more authoritarian)
Physical aggression discouraged	Aggression condoned or encouraged
Sexual continence stressed	More casual, permissive attitude
Prestige-seeking approved	Overt prestige-seeking frowned on
Optimistic of future	Fearful and pessimistic of future
Man controls own fate	Fate controls man
Charity for less fortunate	Sharing with peers in need
Political and religious conservatism	Political and religious radicalism
Alcohol as pleasure	Alcohol as escape; more alcoholism
Education stressed, often for its own sake	Mixed findings; probably less stress than in MC; education as means to end
Good manners, behavior stressed	Courage, toughness, masculinity, horseplay
Formalization of groups, organization, interpersonal relationships	More faith in and reliance upon informal relationships; suspicion of and less commitment to formal organizations
Rationality stressed	Emotionality, action stressed

49. Social mobility enhances consensus.

50. Tastes vary among classes. There is considerable copying and imitating much more of upper classes by lower.

51 Possibly more lawlessness in lower class, at least of certain types of offenses. Definitely more legal action against lower classes.

Characteristics of the Ways of Living of Children from Different Kinds of Homes*

Middle Class Homes	Disadvantaged Homes
The ability to communicate is carefully nurtured. Children are encouraged to speak in words, phrases, and complete sentences; they have a repertoire of nursery rhymes, poems, stories, and songs which have been taught by rote. Their curiosity is cultivated, and questions are answered by parents.	The use of nicknames such as "Sister" and "Junior" for various members of the family is so prevalent that many children are not able to repeat their own names, nor to recognize them when roll is called by their first teacher. They do not know the names of common objects about the school and community; no one has ever told them what they are. They do not talk in sentences; they are unable to ask questions or even to express what they want - inarticulate sounds and pointing have often previously sufficed. Children's immature speech patterns continue to exist because no one at home realizes or recognizes that they are speaking incorrectly. Their repertoire of rhymes is limited to television commercials and jingles.
They learn to talk freely with parents, siblings, other children, relatives, neighbors, local shopkeepers, and friends of parents.	Children respond to unfamiliar adults with silence because of a distrust of strangers, and to other children with monosyllables or a shaking of the head.
The shape, color, and relative size of objects is pointed out to them, and they learn to discriminate.	Apparent lack of understanding of concepts of time, size, and shape is a matter of unfamiliarity with any terms other than the most simple. While they may not understand "before-after", they do know "in front of - in back of"; they may not know "circle", but they know a ball; they may not know "square", but they will know a block.
Musical experiences come from the stereo-hi-fi, the television set, musical instruments or record players, and personal radios. Music, art, or dancing lessons may be a part of their after-school education.	Radios may be tuned to a non-English speaking station, or television sets to programs which offer little in the way of cultural development either musically or in improved English usage. Musical instruments, frequently played by ear, without benefit of formal instruction, are usually the small ones associated with folk tunes.

* Benjamin C. Willis, Compensatory Education in the Chicago Public Schools. Chicago: Board of Education, 1964, pp. 27-30

Middle Class Homes

Books, magazines, and newspapers are part of the surroundings at home, as are pictures, music, and toys. Some of the books are their own, to be used whenever they wish to do so; others may be used with someone older, and children are taught to handle these carefully. They are read to, and see others read as a matter of course.

Not only do they have toys of their own, the toys have educational value, develop kinesthetic skills, and are designed to encourage creativity and imaginative play.

Crayons, pencils, paper, coloring books, and toy Chalkboards are readily available, and their use is encouraged.

Family living includes eating as a family group, seated together at the table, engaging in conversation in which all members can take part. Children are taught progressively how to manipulate the various eating utensils.

Usually some place in the home is designated as theirs, where they can go when they feel the need for privacy. A place and time for study is provided.

Disadvantaged Homes

There are few books, magazines, or newspapers in the home. Playtime, preferably outdoors as long as weather and daylight permit, extends until bedtime, without a quiet period for stories. Seldom do they see anyone read, other than perhaps an older brother or sister doing a school assignment. These children often see the printed word only on the labels of cans or on the television screen, and no one calls their attention to these symbols.

Commercial toys are few in number, and are generally limited in variety to a ball, an inexpensive doll, ten and twenty-five cent wind-up toys, most of which are short-lived. Wheeled toys which encourage big muscle activity are seldom available. Instead, the children develop powers of imagination and improvise toys of their own. A grocery box may alternately be a doll bed, a hat, or a bus.

Children must be taught how to hold these objects properly, how to stay within the limits of the paper, and how to control small muscle movements. Their previous use of crayons and pencils has frequently been misdirected, as landlords in these neighborhoods will verify.

There is no regular mealtime routine. Eating in groups is a new experience, as is mealtime conversation. Such children may prepare their own meals at an early age. Sandwiches are common fare, and may be eaten while walking around. In the school lunchroom many foods are eaten with the fingers because children have not been taught to do differently.

No definite study time is set aside. The children seldom have a room of their own; they have little opportunity to develop a sense of private ownership. Since they have had no experience with "this is mine", they have no foundation for the concept of respect for the property of others.

Middle Class Homes

Children are taken by parents to places of interest and cultural advancement, such as concerts, parks, zoos, museums, the theater, the ballet, selected movies, sporting events, and educational trade shows. Their horizons are extended by family vacation trips to other parts of the state and regions of the country. In the city the auto is used almost exclusively, and experience with modes of public transportation may be limited.

The busy schedule of both parents and children may sometimes preclude the opportunity and the right climate for a discussion by the children of things that are important to them.

Parents attend school performances in which their children participate and occasionally visit the school for an informal evaluation of the children's progress.

Disadvantaged Homes

Trips in the city are limited to visits with relatives who often live nearby in the same milieu. Trips to the downtown shopping area or rides on subway or elevated trains are momentous events. Longer trips taken to the parents' home region, usually by bus, are often unfortunately timed, taking place during the school year. These are a deterrent to learning, rather than an asset, because the children are even farther behind academically upon returning to the city.

In addition to being lost in the crowd at home, these children may be door-key children with no one at home to meet them, to share in their triumphs or troubles, or to listen to an account of their day at school.

Mothers often disappoint their children by not attending performances even when invited to do so, and many come to school for a conference about educational matters only when pressured, because they are fearful of school authority, feel inadequate, or because the national mores do not sanction women representing the family alone.

Summary statement of project teacher's evaluation of the child's progress 1967-68

Summary statement of regular classroom teacher's evaluation of the child's attitude, behavior and overall performance which in part may be attributed to work done in the project class.

Summary of parental involvement and general attitude toward the school engendered by the project. (This should be a joint statement involving principal, classroom teacher and project teacher.)

Number of parental contacts made during course of the year by the project teacher.

Home visitations _____
Telephone calls _____
Conferences held at school _____
Project class visitations by parents _____

Particular health data noted about this child that had bearing on his work in the 79050 project class.

Recommendations concerning this child in terms of this project or a like one for 1968-69

Child's Name _____ School _____

Age _____ Date of Birth _____

Project Teacher's Name _____

Date entered in Project 79050 Class _____
Year Month Day (In case the child is dropped and then re-entered at a later date indicate this fact by making a second entry on the line provided)

Length kept in Project 79050 Class _____
Year Month Day

Minutes per week child was in the project 79050 Class _____

Reasons for selection for help in Project 79050 Class in 1967-68 _____

_____

_____

_____

Results of test or tests given upon entering the project. (List name of test or tests, scores, and comments that may be appropriate) _____

_____

_____

Results of other screening methods used _____

_____

_____

Reason for child no longer being kept in project:

1. Moved to another school _____
2. Made sufficient progress to function without additional motivation and for help from project class _____
3. Made such little progress that it was felt another child would profit more from the opportunity provided by the project class _____

Results of test or tests given at the end of the school year or at the time of dismissal from the project. (Specify name and result of test or tests. Make comments that help explain results)

_____

_____

_____

Teacher's Name _____ School _____ Date _____

Project 79050 Schedule

Project Phone Number _____

Time	Grade	Number of Children

Please complete this schedule in triplicate. One copy should be kept by the teacher, one copy should be filed with the principal and one copy should be sent to Sarah Page. When schedule changes are made a revised one should be made.

Form 2

1967-68 Project 79050 Monthly Report

(Please keep a duplicate in the building.)

One copy due to Sarah Page on September 30, October 31, November 30, December 19, January 31, February 28, March 31, April 28 and May 31. Please mail this report rather than sending it in bag delivery.

Date _____

School _____

Principal _____

Government Project Teacher _____

Project Number _____

Progress Report

Number of children by grades enrolled in project

Grade 1 _____

Grade 2 _____

Grade 3 _____

Grade 4 _____

Grade 5 _____

Grade 6 _____

Problems noted by teacher and principal that they are working on.

Particular problems noted by teacher and principal that need the attention of the project supervisor.

Comments about the project teacher's effectiveness in Project 79050, Language Arts.

Parental participation and/or problems which have evolved.

Form 3

Language Arts Project 79050 Summary
1967-68

(1) School _____ Principal _____

(2) Teacher _____

(3) Grade _____

(4) Total number of children at the grade level indicated in No. 3 who were included in the project during 1967-68 _____

(5) Number of children from this project class who moved to another school during 1967-68 _____

(6) Number of children who made sufficient progress to function without additional motivation from the project class and were therefore dismissed from it during 1967-68 _____

(7) Number of children who made little progress and were dismissed from the project class and replaced by another child whom it was felt would profit more _____

(8) In general progress made as evaluated by the project teacher by children in this project class was (very satisfactory, satisfactory, less than satisfactory).

(9) In general progress that may be attributed to work done in the project class as evaluated by the regular classroom teacher, as regards the child's attitude, behavior and all-over performance was (very satisfactory, satisfactory, less than satisfactory.)

(10) Parental involvement and general attitude engendered by the project (this should be a joint statement involving principal, classroom teacher and project teacher) was (evident, just beginning to be evident, slight).

(11) Number of parental contacts made during the course of the year by the project teacher for this class was as follows:

Home visitations _____

Telephone calls _____

Conferences held at school _____

Project class visitations by parents _____

(12) Comments in general that I would like to make about this particular project class are as follows:

Form 4

Language Arts Project 79050 Summary
1967-68

(1) School _____ Principal _____

(2) Teacher _____

(3) Grade _____

(4) Total number of children at the grade level indicated in No. 3 who were included in the project during 1967-68 _____

(5) Number of children from this project class who moved to another school during 1967-68 _____

(6) Number of children who made sufficient progress to function without additional motivation from the project class and were therefore dismissed from it during 1967-68 _____

(7) Number of children who made little progress and were dismissed from the project class and replaced by another child whom it was felt would profit more _____

(8) In general progress made as evaluated by the project teacher by children in this project class was (very satisfactory, satisfactory, less than satisfactory).

(9) In general progress that may be attributed to work done in the project class as evaluated by the regular classroom teacher, as regards the child's attitude, behavior and all-over performance was (very satisfactory, satisfactory, less than satisfactory.)

(10) Parental involvement and general attitude engendered by the project (this should be a joint statement involving principal, classroom teacher and project teacher) was (evident, just beginning to be evident, slight).

(11) Number of parental contacts made during the course of the year by the project teacher for this class was as follows:

Home visitations _____

Telephone calls _____

Conferences held at school _____

Project class visitations by parents _____

(12) Comments in general that I would like to make about this particular project class are as follows:

Form 4

DES MOINES PUBLIC SCHOOLS
Department of Elementary Education

March 22, 1968

TO: Project 79050 Principals
FROM: Sarah Page, Assistant Director of Elementary Education

SUBJECT: Project 79050 Personnel

(Do in duplicate. Keep a copy in your building.)

Please contact each person now teaching in your Project 79050 Program and complete the following inventory concerning them:

Project Teachers (Present, 1967-68)

Name _____ Are you interested in a like position next year?

Address _____ Yes _____ No _____

Phone _____

Name _____ Are you interested in a like position next year?

Address _____ Yes _____ No _____

Phone _____

List below other individuals that might be contacted for the Language Arts Project for 1968-69. You might include names of those teachers in your building who will be retiring this year.

Name _____ Name _____

Address _____ Address _____

Phone _____ Phone _____

Return this form to: Sarah Page, Elementary Department by April 4, 1968

Form 5

LANGUAGE ARTS-READING
Pupil information sheet

To be completed by referring teacher

SCHOOL _____

DATE _____

HOMEROOM TEACHER _____

PUPIL NAME _____ Home room _____

ADDRESS _____ Grade _____

PARENT NAME _____ Phone _____

Birth Date of pupil _____

List all test data from cumulative record below:

Needs of Pupil:

Teacher Comments:

DES MOINES PUBLIC SCHOOLS

Calendar for the School Year 1967 - 1968

Adopted by the Board of Education February 7, 1967

Monday, August 21 and Tuesday, August 22	Orientation for new teachers
Wednesday, August 23, Thursday, August 24, and Friday August 25	Teachers' Fall Conference
Monday, August 28	First day of school term; pupils dismissed at 2:30 p.m.
Tuesday, August 29, Wednesday, August 30, Thursday, August 31, and Friday, September 1	Pupils dismissed at 2:30 p.m.
Monday, September 4	Holiday: Labor Day
Friday, September 29	All pupils dismissed at noon; in-service training for teachers in afternoon for Grades 1-12; kindergarten conferences in afternoon
Thursday, October 19	Annual meeting of ISEA; dismiss at 2:30 p.m.
Friday, October 20	Annual meeting of ISEA and AFT; vacation
Wednesday, November 22	Last day of school before Thanksgiving holiday; dismiss at 2:30 p.m.
Thursday, November 23 and Friday, November 24	Holidays; Thanksgiving (throughout the system)
Monday, November 27	First day of school after Thanksgiving holiday
Wednesday, December 20	Last day of school before Christmas vacation; dismiss at 2:30 p.m.
Thursday, December 21 to Tuesday, January 2, inc.	Christmas vacation; nine school days
Wednesday, January 3	First day of school after Christmas vacation
Friday, January 12	Elementary pupils dismissed all day. Parent conferences, Grades 1-6
Friday, January 19	Final day of first semester. Pupils dismissed at noon in secondary schools. Pupils dismissed all day in elementary schools, half day for parent conferences Grades 1-12; half day teachers' work time; kindergarten workshop all day.
Monday, January 22	First day of second semester
Friday, February 16	Secondary pupils dismissed all day; in-service training for teachers. Grades K-6 dismissed at noon, in-service workshop.
Friday, April 5	Last day of school before spring vacation; dismiss at 2:30 p.m.
Monday, April 8 to Friday, April 12, inc.	Spring vacation; five school days
Monday, April 15	First day of school after spring vacation
Wednesday, May 29	Pupils dismissed at 2:30 p.m.
Thursday, May 30	Holiday, Memorial Day
Friday, May 31	Pupils dismissed at 2:30 p.m.
Monday, June 3	Pupils dismissed at 2:30 p.m.
Tuesday, June 4	Final day of school term; pupils dismissed at noon. Teachers on duty all day.
Monday, June 10	First day of summer school
(not yet determined)	Last day of summer school

Opening date for 1968-1969 school year — Tuesday, September 3, 1968

DES MOINES PUBLIC SCHOOLS
Department of Elementary Education
June 12, 1967
1966-1967

SUMMARY OF LANGUAGE ARTS PROJECT - FEDERAL PROJECT 79050

Sarah M. Page, Project Supervisor

During 1966-67 a total of 1378 children from grades 1-6 in 13 public target area schools together with grade 1-6 children from eight parochial target area schools, participated in the Language Arts Project, Federal Project 79050.

Twenty-one teachers on a part-time to full-time basis made up the staff of this project.

The table that follows shows the breakdown of staff time.

Full time teachers	8
Half-time teachers	9
Two-day a week teachers	1
Three-day a week teachers	2
Four-day a week teachers	1

All teachers were fully certified. Staff was added throughout the year as personnel became available. Some staff members were retired teachers. Some were mothers with family responsibilities which did not allow them to be away from home full time.

Language Arts teachers were directly responsible to the building principal and worked closely with the staff.

Three in-service meetings were planned and held by the project supervisor during 1966-1967 with project teachers. Many hours of work in meetings with the project supervisor in addition to work related to it in the building were spent by the project principals.

A handbook was written during 1966-67 by a committee of project teachers under the direction of the project supervisor. This handbook will serve project teachers, principals, and classroom teachers in project schools during 1967-1968.

As the summary tables that follow show concerted effort was made to involve a maximum number of children with satisfying results for the most part.

Although much effort was expended in the area of parental involvement by the public schools, even greater stress needs to be placed in that area another year.

Non-public schools reported that they did not understand in the beginning that parental involvement was of major importance, but that during 1967-68 much greater emphasis would be given to this facet of the program by the project teacher in the non-public schools.

A total budget of $162,746.10 was appropriated for this project.

SUMMARY LANGUAGE ARTS PROJECT 79050 - 1966-1967

GRADE 1	PUBLIC	NON-PUBLIC
1. Number of children enrolled	262	72
2. Number who moved to another school during the year	49	6
3. Number of children dismissed from project because of sufficient progress during 1966-67	37	10
4. Number of children dismissed from project because of little progress and replaced by another child whom it was felt would profit more	7	1
5. Evaluation of progress made by children in the project as evaluated by the project teacher	5-very satisfactory 8- satisfactory 0-less than satisfactory	1 - very satisfactory 5 - satisfactory 0 - less than satisfactory
6. Evaluation of progress made by children in the project as evaluated by the regular classroom teacher	4-very satisfactory 9- satisfactory 0-less than satisfactory	1 - very satisfactory 4 - satisfactory 0 - less than satisfactory
7. Parental involvement and general attitude engendered by the project jointly was labeled by the principal, classroom teacher, and project teacher as:	3-excellent 4-just beginning to be evident 4-slight	1 - excellent 2 - just beginning to be evident 1 - slight
8. Home visitations made by project teacher	49	0
9. Telephone calls made by project teacher	142	3
10. Conferences held at school	96	12
11. Project class visitations by parents	93	10

Comments made about first grade program and children by project teachers were as follows:

1. Parents seemed most uninterested and this seemed to have a direct bearing on attitude and achievement.

2. Most of the children came from homes that had few or no books. They enjoyed listening to stories very much.

(Grade 1 continued)

3. Some regular classroom teachers did not want their children to attend project classes.

4. Four children out of ten did not have phones. The majority of mothers work, which made more classroom visits difficult.

5. Some children showed progress in reading skills, and some in general confidence.

6. The cooperation of classroom teachers was exceptionally fine. Attendance was extremely good. First grade work could be given more opportunities for returning to classrooms to show accomplishments, stars, stories, dramatizations, or reading stories completed in the project room. Provide occasions for the rest of the regular class to visit the project room as the children working in it need their ego bolstered. Language skills are more in need of constant vigilance than reading. Long range planning and daily planning is considered vitally essential, reserving a portion of the time daily for the other communication skills. The class periods were thirty minutes and a half hour preparation period was allowed for continued preparation. If a forty minute period is more satisfactory, be willing to sacrifice free time for an extended ten minutes. Six children in each first grade is ideal in number. When each child uses a marker, a teacher could check every move and make every minute count. The more time spent in planning the activities, the better the learning situation, and sufficient time is needed at the beginning of the year for becoming acquainted with materials.

7. Teachers' comments were most favorable. It would be better for a full-time or at least half-time teacher so there could be more intensive work.

8. It would be more beneficial if there was more time per week to work with the children.

9. The first graders were very eager and cooperative, as were their parents.

10. All were motivated to learn by the enrichment program.

11. These children need experienced primary teachers.

GRADE 2	PUBLIC	NON-PUBLIC
1. Number of children enrolled	190	84
2. Number who moved to another school during the year	26	5
3. Number of children dismissed from project because of sufficient progress during 1966-67	23	12
4. Number of children dismissed from project because of little progress and replaced by another child whom it was felt would profit more.	5	0
5. Evaluation of progress made by children in the project as evaluated by the project teacher.	6 - very satisfactory 8 - satisfactory 0 - less than satisfactory	2 - very satisfactory 5 - satisfactory 1 - less than satisfactory
6. Evaluation of progress made by children in the project as evaluated by the regular classroom teacher	4 - very satisfactory 9 - satisfactory 0 - less than satisfactory	0 - very satisfactory 5 - satisfactory 0 - less than satisfactory
7. Parental involvement and general attitude engendered by the project jointly was labeled by the principal, classroom teacher, and project teacher as:	5 - excellent 1 - just beginning to be evident 6 - slight	0 - excellent 4 - just beginning to be evident 1 - slight
8. Home visitations made by project teacher	40	0
9. Telephone calls made by project teacher	112	19
10. Conferences held at school	150	13
11. Project class visitations by parents	49	13

Comments made about the second grade program and children by project teachers were as follows:

1. More time is needed per week to work with these children.

2. Some parents seem to resent having their children in a special class of any kind, but the children do not have this attitude. The children as a whole were eager to improve their skills and were appreciative of everything presented to them.

3. Children were motivated to learn by their work in this class.

4. Attitude was excellent.

(Grade 2 continued)

5. The children need a few of the valued materials.

6. I believe these classes have improved more than any of the classes.

7. These second graders were most enthusiastic.

8. By combining two groups, first grade and second grade, extra attention can be given and many unsatisfactory traits are not apparent. Numerous days of brousing and selecting are needed and needs are evident in their choices. Discussions of interesting stories indicated that all the communication skills needed attention. Word cards readily showed their limited sight vocabulary. If successful in learning ten easy words, a star was given. With numerous pleasurable experiences and much commendation for small successes, they became a most cooperative group. Chalkboards on which two pupils can write while remaining seated are a real joy. All the first grade materials many of which were now on charts, were used and their successes made for pleasurable living in the project room. After some weeks of reviewing and playing games pertinent to the phonics taught, materials a little harder were begun and growth continued. The new pre-primer and primers and easy first readers were used. Soon attitudes changed and they became much more vocal. Word calling changed to reading with a more conversational tone. A better job was done in getting the thought from the portions read.

9. In general the progress in this grade was pleasing, with marked improvement in some areas.

10. With this group continued work with parents is most important.

11. The most progress was made at this grade level. It was easy to motivate them and the results of their work were easier to define.

GRADE 3	PUBLIC	NON-PUBLIC
1. Number of children enrolled	132	79
2. Number who moved to another school during the year	27	2
3. Number of children dismissed from project because of sufficient progress during 1966-67	23	4
4. Number of children dismissed from project because of little progress and replaced by another child whom it was felt would profit more.	4	1
5. Evaluation of progress made by children in the project as evaluated by the project teacher	4-very satisfactory 10-satisfactory 0-less than satisfactory	1-very satisfactory 8-satisfactory 0-less than satisfactory
6. Evaluation of progress made by children in the project as evaluated by the regular classroom teacher	7-very satisfactory 4-satisfactory 2-less than satisfactory	0-very satisfactory 6-satisfactory 2-less than satisfactory
7. Parental involvement and general attitude engendered by the project jointly was labeled by the principal, classroom teacher, and project teacher as:	4-excellent 6-just beginning to be evident 3-slight	1-excellent 8-just beginning to be evident 1-slight
8. Home visitations made by project teacher	49	0
9. Telephone calls made by project teacher	89	6
10. Conferences held at school	78	18
11. Project class visitations by parents	51	18

Comments made by project teachers about the third grade project classes and children were as follows:

1. Attitude was good.
2. Children were most cooperative.
3. Children need more days per week to work in the project classes.
4. All children made excellent improvement.
5. Children in this group put forth great effort in class and made good growth in basic skills.

(Grade 3 continued)

6. Children in this group did quite well and were quite creative. Next year follow up would help many of them.

7. There were a number of changes in personnel in this grade level.

8. One of the largest classes that seemed to be the most difficult made the greatest progress. These children seemed restless and indifferent. Their problems were analyzed before definite class work began. They were given free time to browse about the room, select books, ask questions about materials and machines. Their interests were noted and the type of book selected showed their reading ability level. To know what materials to provide, they were checked on oral reading, from pre-primer level up and places were found where reading was smooth and understanding. They were read to - rapport was needed. They were tested on phonics knowledge, on short silent reading passages, on sight words and occasions were provided for writing and explaining to get insight into their communication skills. Their short comings were noted. Plans were made from this knowledge. Phrase cards of Scott Foresman vocabulary were used and when a group of new words were added to their fund of already known words, a star was given. Much commendation was given and many successes were made possible and the group began to show progress. The alphabet cards to make sentences were popular as were the individual chalkboards. A story partly read provided occasions for writing short endings and these shown on the opaque projector was an interesting experience. In planning each days work a definite portion of the time was for basic reading, some definite time for phonetic skills, language work, and free period for free reading, games re-enforcing a lesson taught. So much of the materials, colorful and beautiful, were for testing knowledge. These were fine but new learnings were essential so the actual reading lesson occupied nearly half of the period. In finding "Wordo" 24 words already taught and frequently needing review, placed on a card. Children would write the work and a teacher later printed it in, making quite a squeeze on their manuscript, but it aided spelling. Winners got to select a brand new book for home use. Hundreds of books went home. Upon return each child told in a sentence or two something of its contents.

9. This grade group began nearer their grade level than any of the other groups in their school. They firmly believed they already read well enough and did not need the extra help the project provided.

10. This particular class was hard to discipline, but definite improvement was noted.

11. This group showed a wide range of differences in ability and personality.

GRADE 4	PUBLIC	NON-PUBLIC
1. Number of children enrolled	156	60
2. Number who moved to another school during the year	34	1
3. Number of children dismissed from project because of sufficient progress during 1966-67	7	5
4. Number of children dismissed from project because of little progress and replaced by another child whom it was felt would profit more.	4	0
5. Evaluation of progress made by children in the project as evaluated by the project teacher	1-very satisfactory 11-satisfactory 0-less satisfactory	0-very satisfactory 6-satisfactory 0-less satisfactory
6. Evaluation of progress made by children in the project as evaluated by the regular classroom teacher	2-very satisfactory 7-satisfactory 4-less satisfactory	0-very satisfactory 3-satisfactory 2-less satisfactory
7. Parental involvement and general attitude engendered by the project jointly was labeled by the principal, classroom teacher, and project teacher as:	6 - excellent 0 - just beginning to be evident 7 - slight	0 - excellent 0 - just beginning to be evident 4 - slight
8. Home visitations made by project teacher	49	1
9. Telephone calls made by project teacher	47	30
10. Conferences held at school	37	1
11. Project class visitations by parents	47	0

Comments made by project teachers about the fourth grade project classes and children were as follows:

1. This class improved. However the group as a whole one or two grades below grade level.
2. Children came to the project class with poor attitudes. However, by spring the attitudes changed as did work habits.
3. These children were most responsive, but lacked initiative.
4. This group began at a 1.2 level. By May they worked at a 3.1 level.
5. The needs of this class were pretty well analyzed before actual study began.

(GRADE 4 continued)

6. Opportunities were given to survey the situation, look at games and materials and many books. Choices were noted. This class had much oral reading of short passages so their difficulties could be detected. Their silent reading was checked by short quizzes. They were given opportunities to speak and write so that their language needs could be noted. Plans included a balance of reading, language and phonics with a portion left free for being read to for games re-enforcing learnings for dramatizations, puppet shows, book review or spelling on the individual chalkboard. Webster Book B was used by 4th Grade, as basic. They read many easy books. Readers Digest stories had great appeal. Controlled Reader stories were good. The ear phones with record player was popular. The Opaque projector showing own stories was effective. The reading Round Table series of books was a popular group as only one or two stories made up the book. Upon completion the child took the book home. The Webster series book A was used. A check of the close of each story was given and a graph made of each child's test results. It provided much impetus. The Readers Digest Series had numerous interesting stories. These were used only on occasion. Third grade Christmas dramatization was presented to their home room. Stories read in class were frequently shared with their regular class.

7. Noticeable gains were made in work habits and in self-reliance.

8. Attitude and effort was excellent.

9. Some children in this group lacked self-confidence.

GRADE 5	PUBLIC	NON-PUBLIC
1. Number of children enrolled	115	52
2. Number who moved to another school during the year	22	12
3. Number of children dismissed from project because of sufficient progress during 1966-67	9	10
4. Number of children dismissed from project because of little progress and replaced by another child whom it was felt would profit more	6	0
5. Evaluation of progress made by children in the project as evaluated by the project teacher	4-very satisfactory 7-satisfactory 1-less satisfactory	0-very satisfactory 4-satisfactory 1-less satisfactory
6. Evaluation of progress made by children in the project as evaluated by the regular classroom teacher	4-very satisfactory 6-satisfactory 1-less satisfactory	0-very satisfactory 2-satisfactory 1-less satisfactory
7. Parental involvement and general attitude engendered by the project jointly was labeled by the principal, classroom teacher, and project teacher as:	7 - excellent 0 - just beginning to be evident 5 - slight	0 - excellent 0 - just beginning to be evident 1 - slight
8. Home visitations made by project teacher	36	0
9. Telephone calls made by project teacher	25	15
10. Conferences held at school	37	0
11. Project class visitations by parents	33	1

Comments made by project teachers about the fifth grade project classes and children were as follows:

1. The desire to check out books and read independently has increased greatly. Individual attention has helped give these children an improved attitude.

2. Class personnel changed much during the year. This made progress difficult.

3. Before completion, the basic reader was crowded out by the Controlled Reader, the Readers Digest interesting stories, and by the Series the other classes used and placed their score on a chart.

(Grade 5 continued)

The opaque projector was used frequently in checking language work and the students liked reading their own material very much. A great many library books were taken home, some as rewards for winning in Wordo and some on a free day.

4. Progress made from a 2.2 level to a 3.2 level.

5. Class made good progress in all areas.

6. Class showed favorable growth in attitude, self-confidence, acceptance of needs, self-discipline, improvement in phonetic and word attack skills.

7. The 5th graders needed more help than 4th or 6th grade.

8. Attitude of children was excellent.

GRADE 6	PUBLIC	NON-PUBLIC
1. Number of children enrolled	125	51
2. Number who moved to another school during the year	13	3
3. Number of children dismissed from project because of sufficient progress during 1966-67	7	13
4. Number of children dismissed from project because of little progress and replaced by another child whom it was felt would profit more	8	0
5. Evaluation of progress made by children in the project as evaluated by the project teacher	8-very satisfactory 6-satisfactory 0-less satisfactory	0-very satisfactory 5-satisfactory 1-less satisfactory
6. Evaluation of progress made by children in the project as evaluated by the regular classroom teacher	5-very satisfactory 8-satisfactory 0-less satisfactory	0-very satisfactory 3-satisfactory 1-less satisfactory
7. Parental involvement and general attitude engendered by the project jointly was labeled by the principal classroom teacher, and project teacher as:	7 - excellent 1 - just beginning to be evident 5 - slight	0 - excellent 1 - just beginning to be evident 2 - slight
8. Home visitations made by project teacher	41	0
9. Telephone calls made by project teacher	21	42
10. Conferences held at school	36	0
11. Project class visitations by parents	27	0

Comments made by project teachers about the sixth grade project classes and children were as follows:

1. This class improved immensely.

2. Attitude and behavior of this group improved a great deal.

3. This group's attitude toward school improved 100%.

4. Began with 1.4 level material. By the end of the year the children handled fourth grade materials easily.

5. From the beginning the individuals seemed to realize weaknesses in skills, but would not accept suggestions and activities. Attitude of cooperation

(Grade 6 continued)

and improved work habits toward end of the year made one realize that the project class had been a most profitable one.

6. The attitude of this age and grade group was hardest to work with. They felt singled out as the not smart ones in their class.

7. This particular project class had the greatest spread in ability. Short comings were easily detected by checking oral and silent reading, ability to relate phonetic learnings to new words, and discover language deficiencies. The Webster Series of Reading Book D was used for part of the class session. The balance of the daily plans, provided for phonetic analysis language skills and the numerous games. The McMillan Spectrum books were used as they provided well worked out language lessons. Sixth grade students prepared a game on the order of Wordo. They called it "Symo". They selected synonyms from language books, dictionary and known words and returned to their classroom one day, introduced the game, gave directions how to play it, etc. When a word was called, a synonym for that word was to be found. The reaction of the class bolstered the ego of the project students considerably.

PAYROLL CALENDAR

1967

August

15 - Mail school payroll report today.
21 - Mail extra school payroll report today. Give exact date personnel reported for duty; advisers, clerks, new teachers, etc.
21 - Administration payroll due 9:00 a.m. Be sure to indicate exact date personnel reported for duty.
31 - School warrants ready for delivery.
31 - Administration warrants ready for delivery 2:00 p.m.

September

8 - All first year teachers will receive an advance on their first month's pay. This advance will be paid on September 8, 1967. The warrants will be mailed to the schools on September 7.
- If a W-4 Employee's Withholding Exemption Certificate has not been turned in, the check will be held in the payroll office until this has been received.
15 - Mail school payroll report today. Give exact date teachers reported for duty.
21 - Administration payroll due 9:00 a.m.
29 - School warrants ready for delivery.
29 - Administration warrants ready for delivery 2:00 p.m.

October

13 - Mail school payroll report today.
20 - Administration payroll due 9:00 a.m.
31 - School warrants ready for delivery.
31 - Administration warrants ready for delivery 2:00 p.m.

November

15 - Mail school payroll report today.
21 - Administration payroll due 9:00 a.m.
30 - School warrants ready for delivery.
30 - Administration warrants ready for delivery 2:00 p.m.

December

7 - Mail school payroll report today.
7 - All payrolls must be closed December 7 and reports much reach the payroll office the morning of December 8. All adjustments or changes after that date will be made on the January 31 warrant. Pay for the balance of December for anyone paid daily or hourly will be included on the January 31 warrant.
20 - School warrants ready for delivery.
20 - Administration warrants ready for delivery 11:00 a.m.

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January	15 - Mail school payroll report today.
	19 - Administration payroll due 9:00 a.m.
	31 - School warrants ready for delivery.
	31 - Administration warrants ready for delivery 2:00 p.m.
February	15 - Mail school payroll report today.
	21 - Administration payroll due 9:00 a.m.
	29 - School warrants ready for delivery.
	29 - Administration warrants ready for delivery 2:00 p.m.
March	15 - Mail school payroll report today.
	21 - Administration payroll due 9:00 a.m.
	29 - School warrants ready for delivery.
	29 - Administration warrants ready for delivery 2:00 p.m.
April	15 - Mail school payroll report today.
	19 - Administration payroll due 9:00 a.m.
	30 - School warrants ready for delivery.
	30 - Administration warrants ready for delivery 10:30 a.m.
May	15 - Mail school payroll report today.
	21 - Administration payroll due 9:00 a.m.
	31 - School warrants ready for delivery.
	31 - Administration warrants ready for delivery 2:00 p.m.
June	4 - Mail all school payroll reports today. Indicate last day.
	14 - Mail school payroll report today.
	28 - All school warrants will be mailed today.
	Dates for administration payroll to be announced.
July	15 - Mail school payroll report today.
	19 - Administration payroll due 9:00 a.m.
	31 - School warrants mailed today.
	31 - Administration warrants ready for delivery 2:00 p.m.